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DESCRIPTION OF THE FORD OCCUPATIONAL INSTRUCTOR PROJECT FOR THE PREPARATION OF TEACHERS FOR TWO YEAR POST-HIGH SCHOOL SEMI-PROFESSIONAL OCCUPATIONAL PROGRAMS.

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POPULATION INCREASES HAVE BEEN PARALLELED BY INCREASED DEMAND FOR HIGHLY TRAINED AND SKILLED PERSONNEL. ALTHOUGH MUCH OF THIS DEMAND MUST BE MET BY THE JUNIOR COLLEGES, FACULTY GROWTH HAS NOT KEPT PACE WITH STUDENT ENROLLMENTS, FOR VERY FEW INSTITUTIONS HAVE PROGRAMS TO PREPARE TEACHERS FOR 2-YEAR POST-HIGH SCHOOL PROGRAMS. SOUTHERN ILLINOIS UNIVERSITY AND THE ST. LOUIS JUNIOR COLLEGE DISTRICT HAVE DEVELOPED A PROGRAM OF SUCH PREPARATION. APPLICANTS WITH ADEQUATE SUBJECT MATTER PREPARATION MAY BE ACCEPTED IN AN INTERNSHIP PROGRAM WHICH INCLUDES TEACHING UNDER SUPERVISION OF A MASTER TEACHER, COURSE WORK, SEMINARS AND FIELD ASSIGNMENTS IN BUSINESS, INDUSTRIAL OR PROFESSIONAL AREAS. THE PROGRAM, DESIGNED FOR PERSONS WHO ARE INTERESTED IN SUCH TEACHING BUT WHO LACK EDUCATIONAL REQUIREMENTS BEYOND THE BACHELOR'S DEGREE, PROVIDES OPPORTUNITY TO EARN A STIPEND WHILE WORKING TOWARD A MASTER'S DEGREE. ACADEMIC DISCIPLINES AND OCCUPATIONAL SPECIALTIES ARE INCLUDED. (WO)

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THE PREPARATION OF

TEACHERS

FOR POST HIGH SCHOOL SEMI PROFESSIONAL CAREER PROGRAM

AN MTEC PROJECT

WITH THE JUNIOR COLLEGE DISTRICT OF ST. LOUIS & ST. LOUIS COUNTY
AND SOUTHERN ILLINOIS UNIVERSITY.

(Funded by the Ford Foundation)

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 19 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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A NOTE ON . . .

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WHICH HAS AS ITS PURPOSE
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PERSONNEL FOR BUSINESS, IN-
DUSTRY AND THE PROFESSIONS.

ADDITIONAL INFORMATION ON MTEC CAN BE OBTAINED BY WRITING

DESCRIPTION OF THE FORD OCCUPATIONAL INSTRUCTOR PROJECT* FOR THE PREPARATION OF TEACHERS FOR TWO YEAR POST-HIGH SCHOOL SEMI-PROFESSIONAL OCCUPATIONAL PROGRAMS

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*A joint project of the Junior College District of St. Louis, St. Louis County and Southern Illinois University, Carbondale, supported by a Ford Foundation grant of $500,000.

JC 680 076

DESCRIPTION OF THE FORD OCCUPATIONAL INSTRUCTOR PROJECT FOR THE PREPARATION OF TEACHERS FOR TWO YEAR POST-HIGH SCHOOL SEMI-PROFESSIONAL OCCUPATIONAL PROGRAMS

A study of statistics and trends affecting higher education in the U.S. leads one to one conclusion --- changes are on the way.

Population - In 1950 it was about 150,000,000. The forecast for 1970 is over 210,000,000.

College Age People - In 1950 the number was a little less than 16,000,000. For 1970, the projection is over 24,000,000.

College Enrollments - In 1950 approximately 15% of the high school graduates went on to college. By 1970 the higher education total is expected to reach more than 50%.

Not only are the above factors influencing higher education, but there are others also. One of the most important of these is the changing employment picture of the United States. Knowledge is becoming more and more important for employment in our complex technological society - just plain hard work is not enough.

The demand is continually increasing for highly trained and skilled personnel, while the reverse is true for the unskilled. The U.S. Department of Labor sums it up this way:

"In 1956, for the first time in the Nation's history, professional, managerial, office, and sales workers outnumbered craftsmen, operators, and laborers. The startling import of this continuing trend can be fully realized only when we remember that in 1910 the number of white-collar jobs was less than half the blue-collar jobs; now they have left the blue-collars behind, and by 1970 they will be 25 per cent greater than blue-collars."

Unemployment statistics reveal dramatically the importance of education. The unemployment rate among the unskilled is three times that for people with specialized training. In many cities according to the Department of Labor, thousands of jobs requiring special training go begging, while at the same time unskilled persons have difficulty finding employment.

These factors not only have a direct bearing on the educational plans of every young person, but also on institutions of higher learning. Four year colleges and universities simply will not be able to accommodate all the young people, with their diverse interests and aptitudes, who will be seeking admission to post-high school educational programs in the next decades. Fortunately, various measures are being taken to help overcome this problem. One of the most exciting is the growth of junior colleges. According to national leaders, the number of junior college students will double in the next four or five years and the number of public junior colleges will double by 1975 or 1980. This means more teachers will be needed - hence the reason for this special project of the Junior College District of St. Louis, St. Louis County and Southern Illinois University.

In St. Louis, for example, the rapidly developing Junior College has grown, since its inception in 1962, to an enrollment of over 8,000 in 1966. By the early 1970s, the Junior College District expects to have a staff of more than 700 professional educators and an enrollment of over 16,000 students. The passage of a bond issue by the citizens of St. Louis and St. Louis County in November of 1965 for $47,200,000 has resulted in the development of new permanent facilities on the three campuses of the District.

From an educational standpoint the junior college, or to be more technically correct, the comprehensive community junior college is unique. It provides the first two years of post-high school education for the youth and adults of the community. It makes a quality education available at the lowest possible cost to students and taxpayers alike.

It brings to the community an educational opportunity beyond high school that helps raise the cultural and occupational levels of the people, regardless of age.

In accordance with its "Open Door" policy on admissions, instructional programs of comprehensive community colleges are designed to meet the educational needs of all who enroll. The programs include:

1. Continuing Education Program

   This program is offered as a community service to provide adults with an opportunity to "keep up" both culturally and occupationally. Most of the classes are offered in the evening to facilitate attendance.

2. Developmental Program

   The "Open Door" policy of the comprehensive community junior college permits some students to enroll who are not qualified for the "Transfer" and occupational programs. The developmental program provides such students with another opportunity to correct their academic deficiencies. Those who succeed may then continue their education by enrolling in other programs of the junior college.

3. College and University Parallel Program

   Qualified students may complete their freshman and sophomore years of a baccalaureate degree at a junior college and then transfer to a university or four-year college as a junior for the balance of their education.

4. Occupational Program

   This program includes two year post-high school curricula that lead to an associate degree and one year post-high school curricula that lead to a certificate. They are designed to provide both the general and specialized education necessary to prepare students for entering semi-professional and certain mid-managerial, and sales type occupations related to agriculture, business, engineering, public service,

and the health fields. These curricula strike a balance in the emphasis placed on skill and theory in contrast to those educational programs that are either largely theoretical or those that are predominately skill oriented. Usually, the graduates of these semi-professional occupational or career programs work either under the direction of or closely with a professional type person.

The immediate need for semi-professional manpower is critical and indications are that it will become even more critical in the future. Not only is the number of professionals increasing who require the services of theory oriented semi-professionals to assist them, but there are other factors. New technological developments are continually "opening up" employment opportunities that require more education than the typical high school graduate can bring to bear on the job. By 1970, it is estimated that approximately half of all the occupations will require some education beyond high school, but less than a baccalaureate degree.

The ratios of semi-professionals ("support help") to professionals are increasing for existing fields which also contribute to the increased demand. In certain engineering fields, for example, a relatively short time ago, the ratio was less than one technician for each engineer. Surveys now show that the proportion of technicians is increasing. Some forecasters project a factor of three or four in the near future.

For the person not familiar with the financial opportunities awaiting graduates of post-high school semi-professional occupational or career programs, there may be a surprise. Opportunities for financial reward for outstanding graduates in some fields, for example, may exceed those of their professional counterparts in the lower 25 per cent of the salary range.

Of major concern to all associated with occupational or career programs, is the need for keeping the curricula abreast with the occupations for which the schools are either preparing or should be preparing students. Occupations are not static - they are dynamic. As a result, it is imperative that teachers keep up-to-date with occupational developments within their areas of specialization. If this is not done, an injustice is perpetrated on the student in that he is being prepared for an occupation that does not exist. Taxpayers have a legitimate complaint also in that their tax dollar is being wasted.

Lay advisory committees play a vital role in keeping occupational or career programs current. Such committees are made up of knowledgeable citizens representing the major occupations of the community in which employment opportunities exist for semi-professionals. Their advice and counsel is used in determining the kinds of occupations for which curricula need to be developed and subject matter content. Faculty members need to work closely with such groups.

In two year post-high school programs throughout the country, faculty growth has not kept pace with the rapid increase of student enrollments. The teaching talent that could become available tends to be either well established in careers in business and industry or not attuned to the need for career program teachers. Even by attracting competent professionals from non-teaching fields, and through informal in-service programs helping them to become competent as teachers, the growth of occupational program faculties has not kept pace with increased enrollments.

It is apparent present efforts are inadequate to meet the demand. Very few educational institutions in the country currently have programs to prepare teachers for two year post-high school programs. Of those in effect, most seem to be concentrating on engineering related programs. Programs for teachers of agricultural, business, health, and public service related areas are practically non-existent. The responsibility for educating well qualified semi-professionals cannot be effectively met unless well qualified teachers are available.

The Ford Foundation awarded a $500,000 grant over a four year period to the Junior College District of St. Louis and St. Louis County. The grant is to develop a program jointly with Southern Illinois University, Carbondale, to prepare teachers of students in occupational programs in two year post-high schools. The objective is to increase the supply of teachers in this critical area for educational institutions throughout the country. Both "academic" and "occupational" teachers are needed. It should be made clear that those who participate in the one semester internship are not to be designated as teachers of occupational programs only. Normally, faculties of comprehensive community junior colleges are not limited to teaching students of one particular educational program, thereby reducing the likelihood of fragmented faculties.

Those interested in participating in this project should be aware that one of the fundamental differences between teaching in two year post-high school institutions and the universities is the relative emphasis placed on teaching in contrast to research in the disciplines. Faculties of universities are charged with a major responsibility in pushing back the frontiers of knowledge and publishing findings, as well as in teaching. In two year post-high school programs, teaching is primary. Being dedicated to teaching, these institutions are committed to quality teaching and its constant improvement. This includes developing better approaches, methods, materials and systems and their evaluation - in short, instructional research and development. Hopefully, because of this project, participants will have a better understanding and appreciation of occupational programs and as a result be more effective as teachers. This project includes two types of programs - one is long range and the other is short range.

LONG-RANGE PROGRAM - "GRADUATE"

This program is designed for qualified persons interested in teaching in two year post-high school programs, but who lack the educational requirements beyond the Bachelor's Degree. It provides an opportunity to receive stipends while working for a Master's Degree at Southern Illinois University (S.I.U.), Carbondale. Graduate work includes courses in both the academic disciplines as well as occupational specialties. Participants are selected from recent graduates and persons employed in secondary schools, business, industry, and the professions.

An integral part of the program is a teaching internship in the Junior College District of St. Louis and St. Louis County following the course work at S.I.U. A unique feature of the internship is the granting of credit toward the Master's Degree by S.I.U. It should also be mentioned that stipends are provided by the J.C.D. for the internship.

The various Master's Degree programs included in the project and the types of persons eligible follow:

Master's Degree Programs	Participants
"One-Year"	Bachelor graduates in an "academic" area
"One-Year"	Bachelor graduates in an "occupational" area
"Three-Year"	Two year post-high school graduates in an "occupational" area.

SHORT-RANGE PROGRAM - "PRE-SERVICE"

Participants in this program are limited to those who have a number of years of professional experience in their discipline and the proper educational qualifications. Ordinarily a Master's Degree in the discipline one teaches is considered as minimal for the "academic" area. A Master's Degree is also preferred for the "occupational" areas, although experience in an occupation may be substituted for a Master's Degree depending

on the availability of teachers. Previous teaching experience is not necessarily a requirement - but competence in one's discipline is. This program provides a unique opportunity for making the transition into post-high school teaching.

Likely candidates for interning as teachers of academic subjects may be secondary school teachers and recent Master's Degree graduates. Academic fields include:

Biological Sciences	Mathematics	Psychology
English and Speech	Physical Sciences	Social Sciences

Persons employed in professions related to agriculture, business, engineering, public service, and health fields, will find this program an ideal way to make the transition into post-high school teaching. Although such persons may lack teaching experience, the program provides the opportunity for overcoming this. Furthermore, it is held that to teach students effectively in occupational programs, practical experience in the profession is necessary. Fields for occupational teachers include:

Agriculture Related

Horticulture

Business Related

Accounting	Data Processing	Physical Distribution
Advertising	Hotel, Motel, and	Retailing
Advertising Design	Restaurant Operation	Sales
and Commercial Art	Insurance	Secretarial

Engineering Technology and Industry Related

Architectural	Civil	Industrial
Automotive	Electrical	Mechanical
Chemical	Electronic	

Health Related

Clinical Laboratory Technology	Medical Office Assistant
Dental Assisting	Nursing
Dental Hygiene	Radiologic Technology
Food Service Supervision	

Public Service Related

Fire Protection Law Enforcement Library Service

INTERNSHIP CORE PROGRAM

The internship core is designed to be sufficiently flexible to meet the needs of individual participants with varying backgrounds and degrees of technical competence. It includes working with a master teacher in the intern's area of specialty and teaching a partial load. Interns are responsible for the preparation and presentation of instructional materials, and the evaluation of students. Each is assigned to work under the guidance of a master teacher in his discipline who is given released time for this activity. Field assignments in industry, business or professional areas are scheduled as needed to enable intern teachers to better understand the needs and job requirements for semi-professionals. Course work covering the philosophy of junior colleges and the objectives of occupational education is also included. The binding vehicle for the internship-core is a seminar which brings the interns together for the purpose of discussing issues of common interest.

The possibilities this program offers may excite persons interested in making the transition into post-high school teaching. Candidates should be intrigued with the intellectual challenge involved in motivating and working with students preparing for careers in the semi-professional occupations. Candidates should be interested in contributing and keeping up with a field of specialization. Such a teaching career, in offering the opportunity to contribute to the welfare of mankind, provides a source of untold satisfaction and the promise of growing improvements in working conditions and other personal benefits. At the same time, one can have the satisfaction of knowing that there is an ever-growing need for such faculty by junior colleges and technical institutes across the country.

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